

Geography 5700
Monday, Wednesday & Friday, 10:20-11:15

Spring 2015
Cunz Hall 150

Geography of Development

A course in the critical political economy of development

Professor: Joel Wainwright
Email: wainwright.11@osu.edu
Office: 1169 Derby Hall
Office hours: Friday, 2:15-3:30 PM

This course examines the political economy of development. More narrowly we will examine development theory, the historical geography of capitalist development, and contemporary development practices. We will draw from case studies from different regions to interpret differential patterns of development and political-economic change.

Course requirements

Exams (25% each)	50 %
Research project—mid-term assignment	15 %
Research project—final paper	35 %

For lectures to be effective, you must come to class prepared: read all of the material for the class carefully and bring questions on the readings with you to each class. This is your major responsibility for the course, as well as the key to your success in this class.

You will take two in-class exams (February 25-27 and April 30) comprised of essay questions. Additionally, you will write an original research paper due on April 27. I may also give a pop quiz. And attendance is required, though it will not be graded.

Our course has two assigned textbooks: [1] Eric Sheppard, Phil Porter, David Faust, and Richa Nagar, *A World of Difference* (2009, New York: Guilford Press). [2] Geoff Mann, *Disassembly Required* (2013, Oakland: AK Press). These books may be purchased at the bookstore or on-line. Additional reading materials will be made available via Carmen.

Course plan at a glance

#	Day	Date	Notes
	Monday	12-Jan	Course introduction
			UNIT I
1	Wednesday	14-Jan	Development, inequality, and geographical differences—1
2	Friday	16-Jan	Development, inequality, and geographical differences—2
	Monday	19-Jan	MLK day: no class
3	Wednesday	21-Jan	Development, inequality, and geographical differences—3
4	Friday	23-Jan	Colonialism and development—1
5	Monday	26-Jan	Colonialism and development—2
6	Wednesday	28-Jan	Introduction to critical political economy—1
7	Friday	30-Jan	Introduction to critical political economy—2
8	Monday	2-Feb	Introduction to critical political economy—3
9	Wednesday	4-Feb	Development theory—The critical political economy tradition
10	Friday	6-Feb	Development theory—De Janvry’s synthesis I
11	Monday	9-Feb	Development theory—De Janvry’s synthesis II
12	Wednesday	11-Feb	Development theory—De Janvry’s synthesis III to agrarian change
13	Friday	13-Feb	Political economy of food, agriculture & hunger 1
14	Monday	16-Feb	Political economy of food, agriculture & hunger 2
15	Wednesday	18-Feb	Political economy of food, agriculture & hunger 3
16	Friday	20-Feb	Political economy of food, agriculture & hunger 4
17	Monday	23-Feb	Migration and urbanization
	Wednesday	25-Feb	Exam 1 part 1
	Friday	27-Feb	Exam 1 part 2
			UNIT II
18	Monday	2-Mar	Decolonization and the developmentalist state: Botswana 1
19	Wednesday	4-Mar	Decolonization and the developmentalist state: Botswana 2
20	Friday	6-Mar	Trade and industrialization in the periphery: South Korea 1
21	Monday	9-Mar	Trade and industrialization in the periphery: South Korea 2
22	Wednesday	11-Mar	Trade and industrialization in the periphery: South Korea 3 *
23	Friday	13-Mar	Catch up day
			March 16-March 20: Spring break
24	Monday	23-Mar	The Bretton Woods institutions & development strategy—1
25	Wednesday	25-Mar	The Bretton Woods institutions & development strategy—2
26	Friday	27-Mar	The Bretton Woods institutions & development strategy—3
27	Monday	30-Mar	The Bretton Woods institutions & development strategy—4
28	Wednesday	1-Apr	The Bretton Woods institutions & development strategy—5
29	Friday	3-Apr	China, global political economy, & development—1
30	Monday	6-Apr	China, global political economy, & development—2
31	Wednesday	8-Apr	China, global political economy, & development—3
32	Friday	10-Apr	From China to the ‘dual’ crisis & development
33	Monday	13-Apr	The ‘dual’ crisis & development continued
34	Wednesday	15-Apr	The ‘dual’ crisis & development continued
35	Friday	17-Apr	The ‘dual’ crisis & development continued
36	Monday	20-Apr	The ‘dual’ crisis & development continued
	Wednesday	22-Apr	no class (AAG): finish your research papers
	Friday	24-Apr	no class (AAG): finish your research papers
37	Monday	27-Apr	Last day of classes: summing up *
	Thursday	30-Apr	Exam 2, 10-11:45 AM
			* assignment due (research papers)

Our Reading Plan

UNIT I

Date	Notes	Text	<i>World of Difference</i> (chapters)
14-Jan	Development, inequality, and geographical differences—1		2
16-Jan	Development, inequality, and geographical differences—2	Wade [a]	3
19-Jan	MLK day: no class		
21-Jan	Development, inequality, and geographical differences—3		13-14
23-Jan	Colonialism and development—1		15
26-Jan	Colonialism and development—2		16
28-Jan	Introduction to critical political economy—1	Mann, <i>Disassembly</i> (pp 1-45)	
30-Jan	Introduction to critical political economy—2	Mann, <i>Disassembly</i> (47-76)	
2-Feb	Introduction to critical political economy—3	Mann, <i>Disassembly</i> (77-110)	
4-Feb	Development theory—The critical political economy tradition	Booth et al.	4 & 5
6-Feb	Development theory—De Janvry's synthesis I	De Janvry (first half)	
9-Feb	Development theory—De Janvry's synthesis II	De Janvry (second half)	
11-Feb	Development theory—De Janvry's synthesis III	TBD	
13-Feb	Political economy of food, agriculture & hunger 1	Sen (ch. 7)	[6]*
16-Feb	Political economy of food, agriculture & hunger 2	Magdoff & Tokar pp 9-67	[10]
18-Feb	Political economy of food, agriculture & hunger 3	TBD	[12]
20-Feb	Political economy of food, agriculture & hunger 4	TBD	
23-Feb	Migration and urbanization	Davis, Planet of slums	19
25-Feb	Exam 1 part 1		
27-Feb	Exam 1 part 2		

*[bracketed] = only recommended

UNIT 2

Date	Notes	Text	World of Difference
2-Mar	Decolonization and the developmentalist state: Botswana 1	Samatar pp 1-36	16
4-Mar	Decolonization and the developmentalist state: Botswana 2	Samatar pp 62-104	
6-Mar	Trade and industrialization in the periphery: South Korea 1	Amsden [a & b]	17
9-Mar	Trade and industrialization in the periphery: South Korea 2	Wade [b]	
11-Mar	Trade and industrialization in the periphery: South Korea 3 *		
13-Mar	Catch up day		
	March 16-March 20: Spring break		
23-Mar	The Bretton Woods institutions & development strategy—1	Ko et al	
25-Mar	The Bretton Woods institutions & development strategy—2	Toussaint & Millet (first half)	20
27-Mar	The Bretton Woods institutions & development strategy—3	Toussaint & Millet (second half)	22
30-Mar	The Bretton Woods institutions & development strategy—4	Wade [c]	23
1-Apr	The Bretton Woods institutions & development strategy—5	Li (ch 2)	
3-Apr	China, global political economy, & development—1	Hui	
6-Apr	China, global political economy, & development—2	Li (ch 3)	
8-Apr	China, global political economy, & development—3	Arrighi	
10-Apr	From China to the 'dual' crisis & development	Arrighi	
13-Apr	The 'dual' crisis & development continued	Gowan	
15-Apr	The 'dual' crisis & development continued	Mann (113-197)	
17-Apr	The 'dual' crisis & development continued	Mann (113-197)	[9]
20-Apr	The 'dual' crisis & development continued	Davis [c]	[11]
22-Apr	no class (AAG): finish your research papers		
24-Apr	no class (AAG): finish your research papers		
27-Apr	Last day of classes: summing up *	Mann (chapter 7)	24
30-Apr	Exam 2, 10-11:45 AM		

The Research Project

You will work independently to write a research paper on a particular *development issue* (sector, theme, or policy) and a particular *country* or *economic region*. For instance, your research project might consider the relationship between development and one of the following themes: foreign aid; gender relations; industrial policy; agricultural change; trade policy; the state; NGOs/civil society; migration; climate change; and so forth.

The final result of your research will be one paper of 12-15 pages (~3,800 words, formatted as a formal, double-spaced paper, inclusive of cover page and bibliography). As a first step, you should begin reading and narrowing down your topic. Initially, read broadly in order to establish a critical overview of the literature. The purpose of such reading is to gather data, in a narrow sense, but more broadly and fundamentally to develop a grasp on the literature, viz: the various ways your topic has been conceptualized; the key points of debate in the literature; and the strongest questions to define your research. This is the foundation for a strong research paper.

THE MID-TERM ASSIGNMENT: due Wednesday, **March 11**, at the start of class. You will turn in (1) a one-page, ~400 word *abstract that elaborates your central argument*, as well as (2) an *annotated bibliography* of 12-20 key sources for your research. The annotated bibliography should include the following for each key source: a full citation; a concise summary of the text; a statement on the utility of the text for your research. Criticism is encouraged.

Your principal sources should be peer-reviewed academic journals. You may want to begin by perusing the following journals: *Progress in Development Studies*; *Development and Change*; *Journal of Development Studies*; *Economic Geography*; *World Development*; *Development (Cambridge)*; *Development in Practice*; *Third World Quarterly*; *Journal of Development Economics*; *Economic Development and Cultural Change*. You should also draw on texts by state and development agencies. Be sure to visit the on-line databases and libraries of the UNDP, UNCTAD, World Bank, IMF, and the WTO.

THE FINAL REPORT (due Monday, **April 27**, at the start of class) is a research paper that addresses four elements (which may serve you as a structure for your paper):

1. *The facts about the present state of economic development in your country.* Briefly outline the state of development in your country: the structure of the economy, the history and geography of development, growth and inequality, prospects for sustainable development, etc.
2. *Conceptual literature review.* Discuss the debates around your theme/sector (not necessarily in your country). What are the key positions in the literature vis-à-vis your theme? How have these positions shaped development thinking?
3. *Critical analysis.* This is the key section of your paper, where parts 1 and 2 are articulated. The way this will come together will vary considerably in different papers, but every paper must *present an argument* in this section—for instance, about the development or underdevelopment of your sector/country, or the

importance of consideration of your chosen theme/sector for the development of your country.

4. *The way forward.* Your paper should conclude by presenting an argument for what could be considered the best policy or political strategy to bring about development. Imagine that you have the ear of state officials in your country: what path do you suggest? If obvious barriers exist to this path, address them: how may they be overcome?

The rules: turning in work, plagiarism, and so forth

Because many of us are easily distracted by the use of cell phones, computers, recording devices, and the like, such equipment should be turned off and put away during class.

The mid-term assignment and final papers should be turned in on paper (not via email). They are due at the start of class. If you arrive late for class of the day they are due, and thereby turn in your paper after class, your paper will be treated as one day late. If you wish to turn in work late, either [a] hand it to me in class or [b] have your paper time-stamped in the department of geography front office and place your paper in my department mailbox.

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare – emergencies only – and up to my discretion. Arrangements for a make-up exam should be made *before the exam is distributed*.

Late work loses ten percentage points per day, beginning at the point the assignment is due. Saturday and Sunday count. For instance, a paper that is turned in six days late that receives a grade of 90/100 would be scored 30/100.

Grading options for the course are A,A-,B+,B-,C+,C-,D+,D, E. An 'I', or Incomplete, will only be given under special circumstances and where the instructor has made an arrangement with the student before the end of the quarter. If you wish to request an 'I', be prepared to explain why this is the appropriate grade.

Any academic misconduct, such as plagiarizing, will be reported to Ohio State's Office of Academic Affairs, Committee on Academic Misconduct (COAM). They have prepared a statement on academic integrity: see next page; please read it carefully.

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307, or go to 150 Pomerene Hall.

Ten Suggestions for Preserving Academic Integrity

Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity[...].

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property [...].

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. [...]

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. [...]

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. [...]

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. [...]

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. [...]

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property.[...]

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take!